

# **INSTRUCTIONS FOR FILLING OUT THE TITLE I EVALUATION REPORT**

## **Page 1**

**Program Identification:** Self explanatory

**Part I:** (A) Refer to the “Selection of Eligible School Attendance Areas” on Part 1 of your 2000-2001 Title I application or the SD Educational Directory.

Example: Capa has one large school building and they house all students there K-12. They would have a HS, JH and Elementary so they would enter 3 as the number of schools in the LEA.

**Part I:** (B) Enter the type of service delivery. Use the “other “ columns if necessary and write in the type of service delivery.

## **Page 2**

**Part II:** (A) Eligibility, gender and ethnicity. Refer to the “Selection of Eligible School Attendance Areas” on Part 1 of your 2000-2001 Title I application column 9 and record your eligible participants under TAS. If you are a schoolwide program, all students are eligible.

Next record the actual participants (TAS) or if schoolwide all students by gender and ethnic group. Make sure the totals agree.

(B) Participation by grade level or age. This section should be self explanatory. Make sure that LEP students are not counted twice.  
Example: You are a TAS and you have 21 students, one of which is classified LEP. You would put 20 under the TAS column and 1 under

LEP. Your totals across and down must be the same.

The official SD LEP definition is on the following page.

The South Dakota Department of Education defines a Limited English Proficient individual as one:

(A) who (i) was not born in the United States of whose native language is language other than English and comes from an environment where a language other than English is dominant; or:

(ii) is a Native American or Alaska Native or who is a native resident of the outlying areas and comes from an environment where a language other than English has had a significant impact on such individual's level of English language proficiency; or

(iii) is migratory and whose native language is other than English and comes from an environment where a language other than English is dominant;

and

(B) who has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

(Public Law 103-382-October 20, 1994)

### Page 3

Parts C & D: Self explanatory. *There is a change in the number of migrant student's served category. We now are asking for those students who are served in Title I Part A and identified as migrant students.* Make sure to separate by TAS or SWP

**Part III:** (A) Indicate the number of staff by (FTE) to the nearest tenth.  
(B) Record information about your Title I Aides by body count.  
Ex. A .5 FTE counts as one (body) here.

### Page 4

At the top of Part IV **indicate the poverty level of your school** by the following numbers **1=0-34%, 2=35-49%, 3=50-74%, 4=75-100%.** this information is available on part I of your Title I application for 2000-2001 under "Selection of eligible school attendance areas" column 7.

**Page 5**

Progress on Implementing the School District Plan: This is self explanatory and is not used at the state level to identify schools in need of improvement. It must be signed and attached to your evaluation.

**Additional Attachments to this report**

You must attach the last two pages of your Title I Performance Report (sent to you last fall) to the Title I Evaluation. One page is on performance indicators by grade and the other is participant information. You are to attach the performance report pages for each school. Ex. You have two elementary schools each serving Grade 4. Each of those schools will have to attach the performance report pages to the Title I Evaluation.